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these matters into relation to philosophical and, to some extent, to scientific principles. The democratic movement calls for a wider range of persons participating in responsibility for the changes which make for progress whether in industrial education or in the control of a teachers' association. Our experience has gone far enough to justify more statements of our thinking about what we have done, in order to be better ready for the next steps. Dr. Goodsell's work will help.

Produktive Arbeit. Beiträge zur neuen Pädagogik. Von FRITZ GANSBERG. Leipzig: Quelle & Meyer, 1909. Pp. vii+234. Illustrated. Unbound, M. 3.00; bound, M. 3.40.

A characteristically German work upon this subject would be of great value in our present discussions and experiments in vocational training. In Germany too there are many who are ready to take more account of the productive factor in education, the element of initiative, than has been common in the past. Unfortunately the present work does not seem fitted to meet either of these needs. It seems to be essentially unsystematic—something of a “common-place book” in which a school man, who has had some vision of the need of more objective teaching and of more democratic spirit, has jotted down his ideas or feelings upon “Mechanisierung in der Produktion,” “Öffentlicher Unterricht,” “Siebenjährige Schriftsteller,” “Impressionen Achtjähriger,” “Objectiver Religionsunterricht,” “Heimatkunde oder Kulturkunde,” and fifty-nine other subjects. Dr. Kuypers's excellent studies of American schools are referred to, and evidently have been one of the author's inspirations in his campaign for self-activity.

Die Entwicklung des Kampfes gegen das Gymnasium. Von GUSTAV UHLIG. Wien und Leipzig: Carl Fromme, 1910. Pp. 24.

This address, given last October at the German Association of Gymnasien at Vienna furnishes a brief but comprehensive statement of the issues between the humanists and the “Realschulfanatiker,” not only in recent struggles but also in earlier days. One can gain here from the reading of a few pages a view of the situation as seen by a strong partisan of the humanistic tendency. The address deals with the problems of modern languages, religious instruction, “Individualisierung,” etc.

FRANK A. MANNY

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The Principles of Education. By WILLIAM CARL RUEDIGER. Boston: Houghton Mifflin Co., 1910. Pp. xii+305. \$1.25 net.

The distinctive contribution of this book is its discussion of educational values and their realization through the curriculum. It contains valuable chapters on the practical, cultural, and formal values of the various subjects of study, the nature and origin of the curriculum, and the specific educational values of the humanities and the natural sciences. If the author had confined himself to a full development of these topics his book would occupy a more distinct and certainly a more useful field. As it stands it is weakened by the